

## English Composition I & II – 2011-2012

Instructor: Mrs. Wellman-High Horse

Location: Fort Calhoun High School

Email: [swellman@esu3.org](mailto:swellman@esu3.org)

Phone: (402) 468-5591

Wikispace Website: <http://mrswellmanhh.wikispaces.com>

### Course Description:

English Composition I and II are workshop classes in essay writing designed to prepare you for higher learning at the collegiate level. It will improve your critical reading skills and teach you processes and strategies for writing in a variety of genres. You will learn to develop and support a main idea for a particular audience. You will practice strategies for selecting a topic, collecting and focusing ideas, organizing your thoughts, supporting your ideas with evidence, and revising and editing to strengthen your writing skills and style.

### Required Texts and Materials:

- *The Prentice Hall Guide for College Writers, Seventh Edition* (Reid)
- *The Research Process: A Complete Guide and Reference for Writers, Second Edition* (Maner)
- One-subject notebook with perforated lined paper
- ½ inch binder for writing portfolio
- Plastic protector sheets for binder OR tab-pocked dividers

### Recommended Texts:

- College dictionary
- *MLA Handbook for Writers of Research Papers, Seventh Edition*

### Course Policies

**Gmail account:** Everyone must have a Gmail account. This is where we will write the majority of our essays, outlines, etc.

- Mrs. Wellman-High Horse's Gmail: [skw17727@gmail.com](mailto:skw17727@gmail.com)
- **DO NOT EMAIL AT THIS ACCOUNT**

**Attendance:** In this course, you are expected to help your peers with their writing as well as revise your own. Missing class on a day when an essay draft is due will reduce your essay grade. If you miss a class, you are responsible for getting the assignment from the course website/blog or from another member of the class. If you know you will miss a class because of another commitment, please make arrangements with me beforehand.

**Late Papers:** All assignments are due on the day they are due. For reasons of fairness, a day late means you are docked a letter grade. After that, it's a 0. Excused absences are given an extra day for completion. This is a college level class, so accountability and responsibility are high. In case of a legitimate problem, contact me at least one day before the due date.

**Submitting Essays:** On final draft due dates, remember to submit all required materials: final draft (typed and double spaced), rough draft(s), and peer edit workshop sheets, unless otherwise specified. Occasionally, I will require you to submit photocopies of sources.

**Workshops:** Class time will be designated for reading and discussion activities, as well as planning, writing, editing, and revising your essays. Whatever is not finished in class becomes homework.

**Conferences:** Several conferences are required throughout the year. These one-on-one sessions serve the purpose of improving your writing skills. Bring your writing portfolio to conferences.

**Plagiarism:** There is no tolerance for plagiarism, no matter how much or how little. Copying other's words without proper citation is illegal. Plagiarism is an 0...period.

**Grading:** Your quarter and semester grades will be based on the writing process of your essays, dailies, workshops, participation/discussions, quizzes, assignments, and the final draft of the various essays written in this course. Six-Traits of Writing will be used in conjunction with other requirements to grade essays.

The grading scale in the course is as follows:

**A (90-100)** – High effort, excellent work in class, excellent writing, timely homework, excellent attendance

**B (80-89)** – Significant effort, good work in class, good writing, rarely late homework, good attendance

**C (70-79)** – Reasonable effort, fair work in class, fair writing, occasional late homework, fair attendance

**D (60-69)** – Low effort, poor work in class, poor writing, frequently late homework, poor attendance

**F (below 60)** – Significant lack of effort

**Format and Style:** All essays need to be **typed, double-spaced, 12-point Times New Roman font, standard/default margins**. I can tell if it's anything but this, so please don't try and pull a fast one. Essays must be written in MLA style.

## **Course Overview**

**Reading:** Even though this is a writing course, reading goes hand-in-hand with writing. Therefore, expect to read a variety of literatures (textbook, periodicals, books, etc.) to support, supplement, and develop your essays.

## **Writing Genres**

### Finding Your Voice with Writing:

1. August/September

- Get to Know Your Inner Writer – personal response to topics (focus on writing process as a whole and voice)
- Descriptive/Sensory Essay – describe a place, person, event that is important or of interest to you (focus on description and word choice – point of view)
  1. Read Observing Ch. 3
- Personal Narrative Essay – elaborate and develop the descriptive essay into a story (focus on organization, voice, and description) – developing/add onto Descriptive essay
  1. Read Remembering Chapter 4
- 2. October, November, December
  - Problem/Solution Essay – students will address and respond to a issue concerning youth and the Fort Calhoun community
  - Persuasive Writing - class will pick a topic and then individuals will be assigned a position on the topic. Students will research and write a persuasive essay from their assigned standpoint.
  - Problem/Solution – converting essay to speech for Daly Award

#### Analytical / Formal Writing:

3. January/February
  - Argumentative Writing – similar to a persuasive essay, but this time students will also acknowledge counter arguments and rebuke them by presenting facts and a sound analysis of their position
4. February/March
  - Compare/Contrast: choose two + topics that share similarities and differences and discuss these points on an analytical level
5. March/April
  - Literary Analysis:
    1. Writing about literature: as a class, we will write a “practice essay” about a short story.
    2. Students will research and write a literary analysis on the works of their chosen author.
6. May
  - Reflection Analysis (Informal Writing): students will examine all essays written in this class and reflect on their growth, likes/dislikes, strengths, weaknesses, what they have learned, and how this course has helped them.

#### **Links to important documents and websites connected to this course:**

##### [MLA Style – Purdue Online Writing Lab](http://owl.english.purdue.edu/owl/resource/747/01/)

<http://owl.english.purdue.edu/owl/resource/747/01/>

##### [Six-Traits of Writing](http://www.edina.k12.mn.us/concord/teacherlinks/sixtraits/sixtraits.html) – Juvenile, but yet an interactive website to practice six-trait writing skills

<http://www.edina.k12.mn.us/concord/teacherlinks/sixtraits/sixtraits.html>